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ABSTRACT

This workshop was in response to the need for developing and implementing vocational guidance and career development programs in compliance with legislation passed by the State Assembly which provides for comprehensive vocational education in Grades 9-12 and appropriate counseling and prevocational education in Grades 7-8 in all of Tennessee's counties. This report summarizes the activities related to this project and utilizes the experiences gained from these activities related to make recommendations for vocational guidance and career development in Tennessee. (Author)

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Final Report

A WORKSHOP AND YEAR LONG FOLLOW-UP TO PROVIDE STAFF DEVELOPMENT IN VOCATIONAL GUIDANCE AND CAREER DEVELOPMENT FOR SECONDARY SCHOOL COUNSELORS

July 15, 1975--September 30, 1975
Middle Tennessee State University
Murfreesboro, Tennessee

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Tennessee State Department of Education
State Division of Vocational-Technical Education
in cooperation with
Middle Tennessee State University
Murfreesboro, Tennessee

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Carl Gadsey

Project Director

INTRODUCTION, CONCEPT, GOALS, AND OBJECTIVES

Introduction

"A Workshop and Year Long Follow-Up to Provide Staff Development in Vocational Guidance and Career Development for Secondary School Counselors" was conducted July 1, 1974 through September 16, 1975, at Middle Tennessee State University. This workshop was in response to the need for the developing and implementing of vocational guidance and career development programs in compliance with legislation passed by the Eighty-seventh General Assembly of Tennessee. House Bill 1203 and Senate Bill 1090 provides for comprehensive vocational education in grades 9 through 12 and appropriate counseling and pre-vocational education in grades 7 and 8 in all of Tennessee's counties.

The workshop was the result of a proposal written by Mr. Charlie M. Dunn and Dr. Keith Carlson of Middle Tennessee State University in consultation with personnel from the Division of Vocational-Technical Education at the State Department of Education and regional levels and Middle Tennessee State University. The proposal was funded by the State Division of Vocational-Technical Education for a period of 15 months, from July 1, 1974 to September 16, 1975, with Mr. Carl Gadsey as director.

This report summarizes the activities related to this project and utilizes the experiences gained from these activities to make recommendations for vocational guidance and career development in Tennessee.

Concept

During the preliminary stages of this project and long before the proposal was finalized, a concept of vocational guidance and career development was aimed toward meeting the intent of the Comprehensive Vocational Education Act. This concept came from a series of meetings with local, state, and university personnel. The concept asserts that the success of vocational-technical education will depend upon a number of essential elements, some of which are outlined below.

Due to the passage of this law, many doors have been opened and many opportunities are now available for implementing true career guidance, counseling, and placement. We in Tennessee now have the opportunity to place guidance in the mainstream of education, co-equal with instruction. Many educators and governmental decision-makers are now realizing that our educational system must become more relevant to the needs of the individual student. An objective look must be taken of our schools and decisions made concerning accountability. Too often in the past, educational programs have existed for the system's sake, with little regard for the individual career development needs of the students. It is now time that educators decide to whom the educational system will be accountable. It is time for educators to plan relevant learning activities that are outcome-oriented, rather than process-oriented. Schools must now deliver their promises as far as youth needs are concerned.

The door has been opened in Tennessee to allow guidance and counseling to become more than an ad-hoc series of ancillary services. We can now go to a total school concept and make guidance developmental, programmatic, and mainstream. If guidance moves in this direction, then

counselors will be in a position to see that our schools become accountable to the individual student. Counselors can assist in identifying priority objectives and desired student outcomes that are based upon the individual career development needs of the students and the needs of the community. Counselors can then assist in providing the necessary feedback, thorough follow-up studies and other work aimed at measuring the program activities as to the desired student outcome.

Goals

To enhance knowledge of the history, philosophy and principles of vocational-technical education.

To develop an understanding of the role of vocational-technical education in career education.

To enable the school counselor to understand and become competent in vocational guidance and career development and be able to function as a guidance team member in a comprehensive high school.

Objectives

1. Assisting students in developing understanding of self and others and decision making as applied to career development.
2. Developing and maintaining a self-directed career education information center.
3. Developing job descriptions from job analyses.
4. Assisting students in utilizing career clusters and career ladders.
5. Compiling and disseminating information on employment opportunities, job requirements, and on public and private vocational technical, apprenticeship, and academic training programs.

6. Developing and coordinating a job placement program.
7. Identifying, understanding, and relating to others with whom the counselor will work in industry, business, and community agencies.
8. Assisting in planning and implementing developmental career education programs, including pre-vocational programs.

Specific Objectives

1. To prepare the student for job interviews.
2. To assist the school in relating its curriculum to the world of work.
3. To convey personnel selection procedures to students.
4. To assist school personnel and students in the modification of attitudes toward the world of work.
5. To teach the student to fill out various application forms appropriately.
6. To assist in the communication between school and the world of work.
7. To prepare the student and assist the counselor in gaining information about job factors (e.g., unions, management, fringe benefits, advancement, etc.).
8. To assist in the student's understanding of the administration and organization of the world of work.
9. To assist in the student's understanding of the use of community services related to job placement.
10. To assist in gathering information related to local job placement (i.e., entry level, probation, necessary training, etc.).

11. To assist in administering and organizing the vocational counseling aspect of the school counselor's program using the team approach to guidance and differentiated staffing.
12. To assist in developing skills for in-service work with teachers, administration, and staff.
13. To assist in developing consulting skills.

PRE-WORKSHOP ACTIVITIES

Introduction

In an effort to adequately meet the goals and objectives as previously stated, a director and secretary were employed two weeks before the workshop. The director's efforts during this period were concentrated on selecting participants and gathering appropriate resource materials, visiting existing career education projects, preparing reference materials, meeting with consultants. A brief discussion of these activities follows.

Gathering Appropriate Resource Materials

The first step in this process was to send letters of request to approximately ten existing comprehensive vocational education programs in Tennessee and surrounding states. The second step was to research ERIC for materials on career education and vocational-technical education. Thirdly, an up-to-date bibliography of the above subjects was received from the Office of Health, Education, and Welfare. This proved to be an invaluable piece of material. Finally, letters were addressed requesting of companies promotional materials from commercial guidance materials. During the following months, materials were loaned by these companies for demonstration purposes.

Visitations to Existing Comprehensive Career Education Programs

The purpose of these visits was to gather information about existing programs. Through these visits, arrangements were made with certain individuals to aid as consultants for the workshop. Visits

were made to Memphis, Knoxville, Nashville, and Atlanta. These visits proved to be invaluable as the visitation sites were able to provide the workshop director with a vast amount of information. (See Appendix B).

Preparation of Reference Materials

A number of handouts were developed and provided for the workshop participants. These included a description of House Bill 1203 and Senate Bill 1090, workshop evaluation forms, a statement of workshop requirements, forms for evaluating resource persons. Also, a small library of materials was established for lending purposes. Audio visual materials (slides, films) were made available by the Learning Resources Center of Middle Tennessee State University.

Basic workshop instructions and handouts were distributed to the participants in manilla folders.

Consultant Meetings

Planning for this workshop was coordinated by the Business, Distributive, and Office Management Department and the Psychology Department of Middle Tennessee State University.

It was decided that graduate credit would be given by three different departments of Middle Tennessee State University. The departments giving credit were the Psychology Department, the Industrial Arts and Technology Department, and the Business, Distributive, and Office Management Department. The courses given for credit were Psychology 627B, "Practicum, Industrial and Personnel Psychology", IA&T 651, "Problems in Industrial Arts", and BDOM 677, "Vocational Guidance in Business Education and Distributive Education". Each workshop participant received a grade for one of the three courses at the end of the Spring 1975 semester.

A WORKSHOP AND YEAR LONG FOLLOW-UP TO PROVIDE STAFF DEVELOPMENT IN VOCATIONAL GUIDANCE AND CAREER DEVELOPMENT FOR SECONDARY SCHOOL COUNSELORS

Introduction

From the very beginning, this project was designed as an interdisciplinary effort. This was not to minimize the need for a strong vocationally oriented program, but it was realized that such a program could not succeed without the support and understanding of the academic disciplines. To this end, individuals of varying backgrounds, and representing the complete spectrum of middle Tennessee secondary schools' course offerings, were brought together in an effort to design a system of vocational guidance and career development which would meet the needs of all students. This meant that a great deal of workshop time would need to be spent in assisting the participants in developing an understanding of the concepts of vocational guidance and career development education and in applying these concepts to the development of curriculum materials for their various disciplines. The strategies used toward these ends are described in this section of the report.

Participants

This proposal was developed to provide for an initial two week vocational guidance and career development workshop involving thirty (30) school counselors from the middle Tennessee area followed by follow-up activities.

Letters of invitation were sent to over 100 guidance counselors and vocational-technical instructors in Tennessee. Twenty-four people

submitted applications and were accepted. Twenty of these were high school guidance counselors, two were pre-vocational counselors, and two were DECA counselors. The names of these participants and their schools are listed in Appendix C.

Facilities

The University Center at Middle Tennessee State University was selected as the site for the workshop. The facilities included one large meeting room which was to be used for both lecture and group activities. The center also houses a cafeteria, bookstore, and a mail room which were used extensively by our participants. The nearby university library added greatly to the materials available for use by the participants. The Learning Resources Center was an invaluable resource for providing instructional aids. In addition to these facilities, every effort was made to utilize the entire community of Murfreesboro in the form of field trips, guest speakers, and consultants.

Two Week Workshop Agenda

July 15 - July 26, 1974

Monday, July 15	7:30	Registration
	8:15	Welcome to MTSU, Dr. Scarlett, President, MTSU
	8:30	Introduction of Staff
	8:45	Orientation, Staff
	9:45	BREAK
	10:15	Orientation (continued), Staff
	12:00	LUNCH
	1:00	Challenge to participants - Overview of Comprehensive Vocational Education Act, Sam McClanahan, State Department of Education.

	2:30	BREAK
	3:00	History, Philosophy, and Principles of Vocational-Technical Education, Charlie M. Dunn, Director of Vocational-Technical Education, MTSU
	4:00	DISMISS
Tuesday, July 16	8:00	Career Education, Mabel Yates, State Department of Education
	9:30	BREAK
	9:45	Trade and Industrial Education, Calvin Duggin, IA&T Department, MTSU
	11:00	Career Development--Guidance Team Approach, Charles Graves, State Department of Education
	12:00	LUNCH
	1:00	Business and Office Education, Dalton Drennan, Business, Distributive, and Office Management Department, MTSU
	2:30	BREAK
	2:45	Cooperative Education, Ed B. Hudgens, State Department of Education
	4:00	DISMISS
Wednesday, July 17	8:00	Occupational Home Economics, Margaret Crockett, State Department of Education
	9:30	BREAK
	9:45	Distributive Education, Dalton Drennan
	12:00	LUNCH
	1:00	Planning and Implementing a Developmental Career Education Program, Charlie Dunn
	2:30	BREAK
	2:45	Industrial Arts and Technical Education, Calvin Duggin
	4:00	DISMISS

Thursday, July 18	8:00	Career Ladders and Career Clusters, Harold Gregory, State Department of Education
	9:30	BREAK
	9:45	Guidance in BDOM, Dalton Drennan
	12:00	LUNCH
	1:00	Health Education, Eloise Matthews, State Department of Education
	2:30	BREAK
	2:45	Taking It All Home, Keith Carlson and Carl Gadsey
	4:00	DISMISS
Friday, July 19	8:00	Pre-Vocational Program, Russell Smith State Department of Education
	9:30	BREAK
	9:45	Job Banks, Robert Haston, Employment Security, State of Tennessee
	12:00	LUNCH
	1:00	A Self-Directed Career Information Program, Eloise Matthews, Health Occupations Education, State of Tennessee and Dr. Jim Marsh, Assistant Director, Vocational Education, Memphis, Tennessee
	2:30	BREAK
	2:45	Relating to Others with Whom the Counselor Will Work in Industry, Business, and Community Agencies, Keith Carlson, Carl Gadsey
	4:00	DISMISS

Monday, July 22	8:00	Guidance in IA&T, Calvin Duggin
	9:30	BREAK
	9:45	Guidance in BDOM, Dalton Drennan
	12:00	LUNCH
	1:00	Relating Curriculum to the World of Work, James Hugueley, Director, SPAN, Memphis City Schools
	2:30	BREAK
	2:45	Youth Activities, Tom Welshan and Jim Steward, State Department of Education, Tom Clark, Executive Secretary, State FFA
	4:00	DISMISS
Tuesday, July 23	8:00	The Counselor, Self Concept, and Career Choice, Keith Carlson
	9:30	BREAK
	9:45	Area Schools, Maurice Jackson, State Department of Education
	12:00	LUNCH
	1:00	Technical Institutes, Guy Phipps, Nashville State Technical Institute
	2:30	BREAK
	2:45	Guidance in IA&T, Calvin Duggin
	4:00	DISMISS

Wednesday, July 24	8:00	Cooperative Education, Psychology Department, MTSU
	9:30	BREAK
	10:00	Taking It All Home, Keith Carlson, Carl Gadsey
	12:00	LUNCH
	1:00	In-Service Skills with Teachers, Administrators, Staff, Keith Carlson Carl Gadsey
	2:30	BREAK
	2:45	Developing and Coordinating a Job Placement Program, Walter McMillan, Knox County Board of Education
	4:00	DISMISS
Thursday, July 25	8:00	Developing Job Descriptions from Job Analyses, Keith Carlson, Carl Gadsey
	9:30	BREAK
	9:45	Guidance in IA&T, Calvin Duggin
	12:00	LUNCH
	1:00	Guidance in BDOM, Dalton Drennan
	3:00	BREAK
	3:15	Taking It All Home, Keith Carlson, Carl Gadsey
	4:00	DISMISS

Friday, July 26	8:00	Final Assignments, IA&T, BDOM, and Psychology
	9:45	BREAK
	10:00	Taking It All Home, Keith Carlson, Carl Gadsey
	12:00	LUNCH
	11:00	Final Instructions, plan next meeting, Carl Gadsey
	2:30	DISMISS

Evaluation

Several methods were utilized in an effort to evaluate the workshop. These included a pre and post test, daily evaluation forms, and group evaluation on the final day of the workshop. Also, daily informal discussions were held with the workshop participants to ascertain their feelings and reactions to specific materials that were presented. A brief discussion of the results of these evaluations follows.

A questionnaire containing two parts was devised for determining how well the major objectives of the workshop were being received and for sampling attitudes toward vocational education. The participants recorded their feelings on such statements as "How successfully the workshop helped participants to develop and coordinate a job placement program" (rated on a scale of 1 to 5). Another example of an attitudinal sampling is "Vocational education is a major answer to the problem of unemployment (rated SA A U D SD). These questionnaires were given on the morning of the first day of the workshop and again on the afternoon of the last day. A T-test applied to the resulting data indicated that the participants scored significantly higher on the post test at the .01 level of significance than on the pretest.

At the end of each day a form was distributed to participants on which they were to indicate the day's activity they considered the most valuable, the activity they thought was least valuable, and a brief evaluation of the day's session.

In general, the reactions expressed on these forms were quite favorable to the programs, with the least valuable section of the form rated very low. Presentations by representatives from existing career education programs, field trips, tours of local high schools, and films were rated very high.

On the final day of the workshop the entire group was divided into four small groups for the purpose of discussion and recording their reactions to the workshop. Favorable comments included:

* The preparation for the workshop by the director.
* The consultant services given by those consultants who have been involved in career education.
* Informal discussions were highly favorable and enjoyable.
* The materials and resources on display and for use were very beneficial.
* The field trips were an interesting exposure to education.
* Freedom of expression, good group, interaction, and effective group work.
* Exploratory involvement by participants.

The less favorable comments were:

* The time was too limited for exploration of materials.
* The presentations by some consultants seemed inappropriate and not well planned.

YEAR LONG FOLLOW-UP

Introduction

After the workshop ended, an immediate appraisal and evaluation was made to determine if any last minute changes needed to be made before the year long follow-up began.

The proposal stated that an in-service meeting should be held just prior to the opening of school for the participants of the summer workshop at Middle Tennessee State University for final planning for the implementation of skills and knowledge gained from the workshop experience.

The date of this follow-up workshop was changed since this would conflict with in-service programs held by local school systems, registration, and other school activities. A final date was set for October 11 and 12. The rest of the workshop was kept in compliance with the workshop proposal.

Scheduled and non-scheduled visits by the workshop director were made to each participant's school to implement the objectives and specific objectives of the workshop. There were times when more activities were required than what the proposal stated. Many school systems asked for further aid in planning their career development program.

Intent

The basic intent of this workshop was to find the most feasible means of implementing legislation Bill 1203 and House Bill 1090. With

new legislation, one can easily see that standard methods of guidance in Tennessee will no longer be sufficient for this new program.

Present programs in guidance grew out of the 1958 National Defense Act when there was a demand for more college students in the areas of mathematics and science. Guidance personnel were established to channel the "bright student" into a college or school of higher education. Over the years the role of the guidance counselor has taken on many new roles, and hopefully, developed. However with such a radical change in education in the state of Tennessee, leading educators realize that new means of training guidance personnel is mandatory.

The thrust of this workshop was two fold. One was to actually visit sites of guidance counselors to see what their problems, opportunities, and general education situations were. The second was to try to discover new means and methods of instruction.

The first materials and programs introduced to the participants were those that had already been proven successful, such as the Knox County Tennessee Program and the Memphis City School System Program. The participants studied the developmental aspects of these programs over the past years to see how they had emerged.

After these programs were studied and a full understanding of career education was reached by the students, another phase of instruction began. This phase dealt with participants planning a program for themselves. Workshop handouts, bibliographies, audio-visual aids, books, and periodicals were used as the basic resource materials.

The director, along with the advisory council aided each participant with suggestions, guidance, and constructive criticism.

The specific intent of the follow-up program was to help participants plan a comprehensive program which they could use in their own setting.

Public Relations Plan

From the beginning it was realized that failure or success of the "Workshop and Year Long Follow-Up to Provide Staff Development in Vocational Guidance and Career Development for Secondary School Counselors" education model might well hinge on the ability of the participants to sell the concept to their fellow teachers, supervisors, and community. With this in mind, the following public relations plan was developed:

I. Promote programs with school administrators.
   A. Letters were written to each supervisor, superintendent, and principal who was involved professionally with the participant.
   B. Personal visits were made by the workshop director to school administration offices.
   C. Copies of the workshop proposal and class requirements were mailed to school administrators.

II. Industry and Business
   A. Pamphlets explaining the new comprehensive educational bill and how it brought school and industry together were prepared and circulated.
   B. Visits were made by the participants and the director to leading businesses, chambers of commerce, and industries within each school system represented.
   C. Arrangements were made for leading figures of the business community to visit the local schools.

III. School Staff
   A. In-service education programs were arranged for the purpose of explaining to teachers the program and to answer any questions they might have.

B. Instructional materials for aiding the classroom were either loaned or given to teachers upon request.

C. Field trips were arranged for teachers to go to existing career development vocational education sites.

IV. Service Clubs

A. Contacts were made to local civic clubs to explain the new "Comprehensive Education Bill".

B. Civic clubs were informed as to how they could become involved with career development through their own high school organizations (e.g., Kiwanis, Key Clubs, etc.).

C. Participants were urged to visit the service clubs during the school year.

D. Members of the service clubs were invited to visit the school.

YEAR LONG FOLLOW-UP ACTIVITIES

The general purpose of the follow-up was to aid participants in gaining essential skills to better serve students with whom they work. From the workshop and its related experiences, participants were responsible for designing a vocational guidance and career development program for their individual school setting. The first part of this plan was a completely idealistic program, and then adaptations were made to meet the local requirements.

Formulas and models were developed for implementing total school guidance by utilizing the "team approach" with differentiated staffing.

The three courses (Psychology 627B, IA&T 651, and BDOM 677) were considered aids to skill building, the intent of the workshop, instead of additional "busy work". From these course requirements, participants

would gain an impirical foundation on which to build a "pilot" model for their school.

AUGUST

The month of August was spent with making last minute changes, office administration, letter writing, materials development, and review of the month of July.

There were some last minute changes that had to be made with course credits. Some of the students were enrolled in the wrong courses by accident through the Admissions and Records Office. This was corrected.

Letters were written to administrative personnel of the school systems represented by the participants. These letters explained the workshop, how school systems would be involved, and requirements of the participants.

SEPTEMBER--OCTOBER

Introduction

September was the first month of follow-up visitation by the workshop director. The director had an opportunity to gain knowledge of each participant's educational setting. This knowledge aided the director in getting a perspective of how to help each participant to develop a program.

Activities

1. Scheduled visitations were made with participants at their schools. Other non-scheduled visits were also made. Visitations were concerned with implementing directions that were given during the summer workshop.

2. The basic intent of the first month was to help participants evaluate their particular program in relation to a full comprehensive program.
3. Visits were made to industries with participants for the purpose of ascertaining their attitudes toward job placement, career education, and the present curriculum of secondary schools.
4. Guidance was given to participants in reference to their workbooks. These workbooks were to be tangible guidelines for them to use in their schools to develop a program. Parts A, B, and C were used first.
5. A follow-up workshop was held at the Ramada Inn, Murfreesboro, Tennessee, on October 11-12, 1974.
6. Various career education models were presented to participants for evaluation. Participants chose the model from which they would develop their program.
7. Methods of team approach to guidance were developed in each school. These were implemented in the schools.

Follow-Up Workshop

A follow-up workshop was held at the Ramada Inn, Murfreesboro, Tennessee on October 11 and 12, 1974, in compliance with the proposal. During this meeting, final plans were made for the implementation of skills and knowledge gained from the workshop experience.

The evening of October 11 was a group discussion of comprehensive high school programs led by Dr. Keith Carlson, Psychology Department, Middle Tennessee State University. The last half of the evening was devoted to "Methods of Communication and Problem Solving" by Mr. Carl Gadsey, Workshop Director. The participants were divided

into small groups for practicing communication and problem solving methods.

The morning of October 12 a lecture, "Relationship of Counselors to the Comprehensive High School", was given by Dr. Keith Carlson. After a morning break, Dr. Carlson demonstrated with participants some methods of group consulting.

The afternoon program was concerned with a lecture by Dr. Charles Graves of the Department of Education. Dr. Graves discussed current information from the State Department of Education. This information was very informative and well received by all participants.

Evaluation

At the end of the follow-up workshop, an evaluation sheet was given to all participants. The participants were asked to evaluate speakers and materials, Some favorable comments were:

1. Materials were well prepared.
2. Speakers were interesting.
3. Follow-up workshop helped to clarify what participants were to do during the coming year.
4. Discussion groups allowed participants to exchange information and progress in career education from their school systems.

Less favorable comments were:

1. School systems forced participants to take a day of annual leave to come to the workshop.
2. Participants wanted the follow-up workshop to be in smaller groups which would be closer to their homes.

NOVEMBER--DECEMBER

The evaluations received from the October follow-up workshop indicated that the information and supervision which the participants received from this workshop were effective. The evaluations were useful in shaping instructional methods and materials for November and December.

Activities

1. Scheduled and non-scheduled visitations were made with participants at their schools. Visitations were concerned with implementing directions that were given during the last follow-up workshop in October.
2. The focus of instruction was in the area of curriculum development. Materials from the Knox County School System (SPICE) and the United States Army Signal Corps were combined for instructional aids. Instructions were also given on the development of video tapes for each of the fifteen USOE job clusters.
3. Kiwanis International donated one thousand copies of "The Kiwanis Guide to Successful Vocational Counseling" to this workshop. The booklets were distributed through schools and business offices in the community.
4. The role of a guidance counselor as a staff and student consultant were explored.
5. Methods of organization and administration were developed through the aid of consultants and materials from the Tennessee State Department of Education.

JANUARY--FEBRUARY

During January and February, endeavors were geared to completing the workshop research paper and class requirements.

Activities

1. Scheduled and non-scheduled visitations were made with each participant. Visitations were concerned with implementing directions that were given during the last follow-up workshop.
2. A number of school systems contacted the workshop director and asked for materials, workshops, and consulting services. It seems that more interest in career education was being generated by school officials. Efforts were made to include as many people as possible from school systems that made requests.
3. Visitations were made to industries in Middle Tennessee for the purpose of getting their suggestions for curriculum development in a comprehensive education program.
4. Aid was given by Mr. Russell Smith of the Department of Education, consultant in the area of budgets, supplies, and facilities management.
5. Participants were required to plan a flow chart and plan how a guidance team should be related to administrative personnel.

Follow-up workshop

A follow-up workshop was held January 30 and 31. Mr. Joe Brandon came to the workshop on the evening of January 30 to explain mini-courses for pre-vocational guidance. This program is now being developed at Westwood Junior High School, (See Appendix D). He distributed folders on Planning and Implementing Mini Courses which were used during the remainder of the year by the workshop participants.

The morning of January 31 was concerned with "Materials Development and Career Games" (See Appendix F). Mr. Mel Parker, Director of the Multi-System Career Education Project, Tullahoma, Tennessee, gave demonstrations on the construction of materials. The materials he gave us were used during the remainder of the year by the participants. The last half of the morning was devoted to a discussion of pupil personnel services, led by Mr. Jerry Gaither, Specialist, Tennessee Department of Education.

The afternoon was quite diversified. Mr. Dave Clark, Dave Clark Company, gave a demonstration of Singer Guidance Materials. Mr. John Arms, Department of Pupil Personnel Service, Tennessee State Department of Education, gave an up-to-date report on guidance in Tennessee. Finally, Mr. Bob Lamb, Director of Field Services, Knox County, Tennessee, gave an outstanding career education slide presentation.

Evaluation

Participants evaluated the follow-up workshop in relation to materials presented and speakers. Favorable remarks were:

1. All speakers were excellent.
2. Materials were outstanding.

Less favorable remarks were:

1. There was not enough time for participants to discuss topics which they wanted discussed.
2. Participants wanted to have more input on workshop agenda development.

MARCH--APRIL

Introduction

By March and April, secondary schools in the state of Tennessee had received their directions for planning and implementing "Comprehensive Vocational Education" as spelled out in House Bill 1203 and Senate Bill 1090. Those school systems in which this workshop was involved became more interested in it, since they realized it could be a valuable resource.

Activities

1. Participants developed various methods of implementing career guidance into the classroom. Each participant had an in-service program with teachers during March. This program proved to be a great opportunity for making the teaching staff aware of career education.
2. Participants were required to design a program which would be feasible with pupil personnel services.
3. Participants were given three different curriculum programs from existing career programs. They found that there were no universal career educational models. Each system must prepare curriculum programs to meet its own needs.
4. Workshop materials and programs were presented to the annual conference of the Tennessee Personnel Guidance Association. Large numbers of guidance people from across the state of Tennessee requested materials and aid in helping them develop a program for their school system. Guidance people indicated that their greatest needs were program materials to use as guides for developing their own programs.

MAY--JUNE

Introduction

May was the final month of the instructional activities of the workshop. Activities were concerned with the participants turning in their research paper, class requirements, and final instructions from the workshop director.

Activities

1. During the month of June, letters were sent to each participant, principal, supervisor, and superintendent, stating what had been accomplished in the workshop and thanking them for their support.
2. Many school officials, teachers, and guidance people had requested materials during the year. During the month of June, effort was made to meet these requests as much as possible.
3. One of the greatest needs indicated by all individuals involved in the workshop is for an adequate job placement program for the high school grades. Assistance was given by consultants from the U. S. Employment Services, the Knox County School System, and the Memphis City School System.
4. Methods of evaluation were selected and used for the purpose of learning how to evaluate a career education program. Suggestions were made by participants that each school system must develop its own program of evaluation.

Follow-Up Workshop

A follow-up workshop was held May 2 at Middle Tennessee State University in compliance with the proposal.

A demonstration was given the first part of the morning on materials that had been developed by the participants since the last follow-up workshop. The second half of the morning, Mr. Carl Gadsey gave a demonstration of photographic materials and how to set up a laboratory for a vocational-technical instruction class.

The first half of the afternoon was concerned with job placement and methods of evaluation. Mrs. Patsy Tucker, Guidance Counselor, Grundy County, demonstrated job referral methods. Dr. Keith Carlson presented a lecture and handouts on the subject, "Evaluation Methods of Career Education". After the lecture, the group of participants took a field trip to Murfreesboro Central School to review its pre-vocational program.

Evaluation

Workshop participants were asked to evaluate materials and speakers of the May follow-up workshop. Favorable statements were:

1. The content of the handouts was excellent.
2. The speakers were well prepared.
3. The field trip was very informative.

Less favorable statements were:

1. Participants had to lose another day of annual leave.

JULY--AUGUST--SEPTEMBER

An extension was made to the workshop for the purpose of completing materials in the form of instructional booklets to aid guidance personnel in implementing and developing comprehensive educational programs.

WORKSHOP EVALUATION

Several strategies were utilized in an effort to evaluate the "Workshop and Year Long Follow-Up to Provide Staff Development in Vocational Guidance and Career Development for Secondary School Counselors". These include administering the same evaluation forms which were given during the two week workshop. These questionnaires and evaluation sheets were given at the end of each follow-up workshop.

The evaluation forms consisted of two opinion questionnaires and two evaluation sheets.

A T-test applied to the resulting data indicated that the participants scored significantly higher on each post test at the .01 level of significance than on the pretest of the first day of the workshop.

In general, the reactions on the evaluation sheets were quite favorable. Favorable statements were:

1. The teachers were receptive to the materials used in the workshop.
2. The participants felt that the workshop method of training guidance personnel should be continued.
3. The workshop helped to get guidance people out into business establishments, involved in community and industry.
4. The workshop gave teachers and guidance people something tangible with which to work.
5. Mini-course instruction was extremely useful. (See Appendix D).
6. The research papers and class requirements helped to develop a step by step program to be followed.

7. It offered new methods for counselors to enter and aid the classroom.

Unfavorable statements were:

1. Very little interest was shown by some school superintendents toward career education.
2. School officials in general were more interested in meeting state regulations than in developing creative and innovative career education programs.
3. Job referral material, descriptions, and application forms used in the workshop were not up-to-date enough.
4. The participants wanted more materials instead of lectures and speeches.
5. Many school systems considered the workshop as "just another class" for guidance personnel and not as a program for bringing about changes.

WORKSHOP PRODUCTS

Introduction

A major thrust of the workshop was the development and compilation of materials which would assist the workshop participants in implementing a career development program and the suggestion of content which could be used for classroom instruction. This section briefly discusses each of these products.

Philosophy and Goals

After several months of exposure to the concept of career education, the participants were asked to write a two-page summary of their philosophy for their individual model. These papers were compiled, mimeographed, and distributed among the particpants. It was at this point that the group began to realize that career education offered potential for the enrichment of all instruction. The combined philosophy and goals of the group are stated as follows.

Philosophy

Career education is defined as that inseparable aspect of the educational process that is concerned with helping individuals:

- discover their career needs
- assess their vocational potentialities
- implement vocational plans of action
- realize their career goal

Goals

1. Integrate academic and vocational learning by using vocational preparation as a vehicle for the learning of basic learning skills.
2. Expose the students to an understanding of the "real world" through a series of experiences which capitalizes on the desire of youth to investigate for themselves.
3. Train the students in a core of exploratory skills related to a cluster of occupations rather than just those related to one specialized occupation.
4. Orient students to the attitudes and habits which go with successful job performance and successful living.
5. Provide a background for the prospective worker by helping him to understand how he fits into the economic and civic institutions of our country.
6. Make students aware that learning is life-oriented and that it does not stop with the exit from formal education.
7. Help students cope with a changing world of work through developing career strategies which can lead to an adequate level of income and responsibility.
8. Create within the students a sense of self-reliance and awareness which leads them to seek out appropriate careers with realistic aspiration levels.

Product

The general worth of the workshop is totally related to how well it helped implement the vocational education bill into school systems which participated. The products of this workshop were both tangible and intangible. Participants learned to develop:

1. A comprehensive program of career orientation for high school students. (See Appendix A).
2. Methods of evaluation.
3. Criteria for establishing career corners.
4. Job clusters.
5. Consulting skills.
6. A practical philosophy of career education.
7. Community relations.
8. Methods of administration.

The tangible products associated to the above are:

1. The development of resources.
2. A comprehensive K-12 workbook.
3. The development of instructional materials.
4. A job placement file.
5. Career guideline booklets. (See Appendix E).
6. Career games. (See Appendix F).

SUMMARY AND RECOMMENDATION

Summary

The "Workshop and Year Long Follow-Up to Provide Staff Development in Vocational Guidance and Career Development for Secondary School Counselors" resulted from a proposal submitted to the State Department of Education, Division of Vocational Education, in response to legislation passed by the Eighty-Seventh General Assembly which stated that "Appropriate counseling and pre-vocational courses shall be made available by 1974 in grades 7 through 12". As approved, the proposal provided for a director and secretary to be employed for a period of fifteen months in an effort to meet the following three major goals:

1. To enhance knowledge of the history, philosophy, and principles of vocational-technical education.
2. To develop an understanding of the role of vocational-technical education in career education.
3. To enable the school counselor to understand and become competent in vocational guidance and caeeer development and be able to function as a guidance team member in a comprehensive high school.

The eight weeks prior to the workshop were spent in preparing for the workshop and in refining a career education concept consistent with both state and local needs. This involved gathering appropriate resource materials, visiting existing career education programs, preparing resource materials, and meeting with consultants.

The workshop itself was held on the Middle Tennessee State University campus from July 15 through July 26, 1974. Twenty of the

twenty-four participants were high school guidance counselors, two were DECA counselors, two were pre-vocational counselors.

A very informal atmosphere prevailed at the workshop and liberal use was made of consultants, small and large group work, audio-visual materials, and field trips. The participants produced several products including statements of philosophy and goals, a public relations plan instructional units, and a workbook for model programs.

Recommendations

The following recommendations are made:

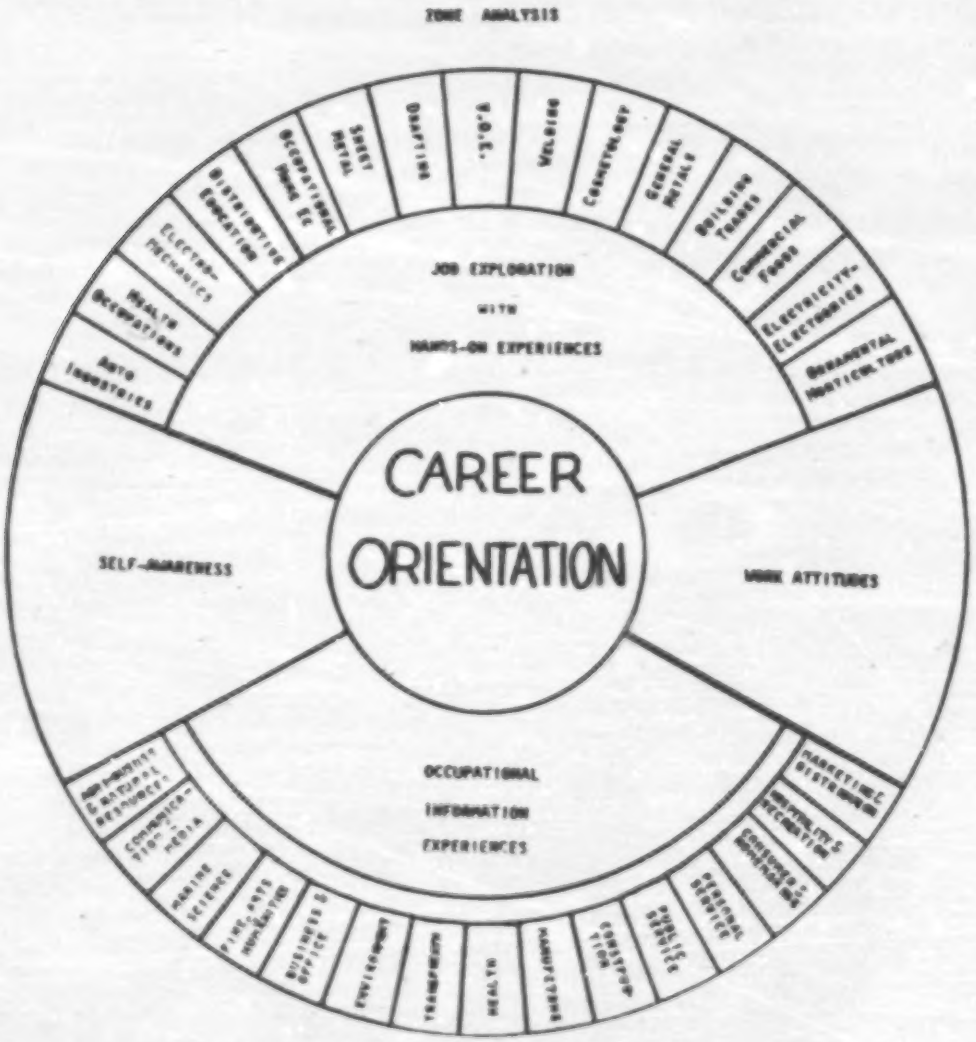
1. A comprehensive set of guidelines be developed to insure a degree of uniformity among career education programs within the state of Tennessee. These guidelines should allow for flexibility in meeting the needs of individual school systems.
2. Funds be allocated to provide teachers, administrators, and counselors with the opportunity to visit other programs and exchange ideas and materials.
3. Future career educational workshop dates should be set well in advance, allowing time and funds for adequate preparation and notification of potential participants.

In this report, primary emphasis has been given to fulfilling those requests of the legislation on comprehensive vocational education which relate to developing and implementing appropriate models to provide comprehensive vocational and technical education to students in grades 9 through 12.

APPENDIX A

CAREER ORIENTATION CURRICULUM CONTENT

The zone analysis diagram below helps to organize career orientation concepts into a cohesive program. The larger "zones" indicate that large amounts of time are spent on "hands-on" job related experiences and occupational information experiences. The fact that the "self-Concept" and "Work Attitudes" zones are centrally located in the total circle indicates that these concepts pervade the total orientation experience as the most important aspects of career planning and decision making.



APPENDIX B

SPEAKERS FOR THE WORKSHOP

Tom Balls, Executive Secretary
Tennessee Personnel Guidance Association
Nashville, Tennessee

Robert W. Birdwell
Dave Clark Company
Hermitage, Tennessee

Joe Brandon, Guidance Counselor
Manchester, Tennessee

Keith Carlson
Psychology Department
Middle Tennessee State University
Murfreesboro, Tennessee

Tom Clark, Executive Secretary
State Future Farmers of America
Nashville, Tennessee

Margaret Crockett, Specialist
Comprehensive Vocational-Technical Education
Nashville, Tennessee

Dalton Drennan, Chairman
Business, Distributive, Office Management Department
Middle Tennessee State University
Murfreesboro, Tennessee

Calvin Duggin
Industrial Arts and Technology Department
Middle Tennessee State University
Murfreesboro, Tennessee

Charlie M. Dunn, Director
Vocational-Technical Education
Middle Tennessee State University
Murfreesboro, Tennessee

Jerry Gaither, Specialist
Middle Tennessee Regional Office
Smyrna, Tennessee

Charlie Graves, Educational Specialist
Comprehensive Vocational Education
Nashville, Tennessee

Harold Gregory, Specialist
Comprehensive Vocational Education
Nashville, Tennessee

Robert Haston
Department of Employment Security
Murfreesboro, Tennessee

Ed B. Hudgens, Chief
Program Services
State Department of Education
Nashville, Tennessee

James Hugueley, Director
SPAN and Model Careers Programs
Memphis City Schools
Memphis, Tennessee

Maurice Jackson, Director
Area Vocational-Technical Schools
Nashville, Tennessee

Robert Lamb
Pupil Personnel Services
Knoxville, Tennessee

Jim Marsh, Assistant Director
Vocational Education
Memphis, Tennessee

Paul Matheny
State Area Vocational-Technical School
McMinnville, Tennessee

Eloise Matthews, Supervisor
Vocational-Technical Education
Nashville, Tennessee

Sam McClanahan, Director
State Department of Education
Adult Continuing Education
Nashville, Tennessee

Walter McMillan, Job Placement Coordinator
SPICE, Division of Vocational Education

Mel Parker
Tullahoma School Board
Tullahoma, Tennessee

Guy Phipps, Dean of Students
Nashville State Technical Institute
Nashville, Tennessee

Russell Smith, Educational Specialist
Comprehensive Vocational Education
Nashville, Tennessee

Jim Steward, Specialist
Distributive Education (DECA)
Nashville, Tennessee

Tom Welshan, VICA Supervisor
State Department of Education
Nashville, Tennessee

APPENDIX C

WORKSHOP PARTICIPANTS

Mary James Adams, Counselor
Connelly Junior High School
Lewisburg, Tennessee 37091

Cora H. Addison, Counselor
Oakland High School
Murfreesboro, Tennessee 37130

Ruth Arnold, Counselor
Oakland High School
Murfreesboro, Tennessee 37130

Joe Brandon, Counselor
Westwood Junior High School
Manchester, Tennessee 37355

Betty Burgess, Counselor
Cornersville High School
Cornersville, Tennessee 37047

Sadie A. Chandler, Counselor
Franklin County High School
Winchester, Tennessee 37398

Virginia Collier, Counselor
Brainerd Junior High School
Chattanooga, Tennessee 37411

Sarah Coop, Counselor
Central High School
Shelbyville, Tennessee 37160

Ara Dell Crecelius, DECA
Stratford High School
Nashville, Tennessee 37206

Joseph Getsay, Jr., Counselor
Riverdale High School
Murfreesboro, Tennessee 37130

Susan Hayes, Counselor
Lebanon High School
Lebanon, Tennessee 37087

Annette Hendrix, Counselor
Dupont High School
Nashville, Tennessee 37220

Wayne Holland, Counselor
Elkton High School
Elkton, Tennessee 38478

Virginia Hunter, Counselor
Central High School
Shelbyville, Tennessee 37160

David Jacobs, Counselor
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Central High School
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Genella D. Markum, Counselor
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L. Massengale, Counselor
Central High School
Shelbyville, Tennessee 37160

Eleanor Murray, Counselor
Franklin County High School
Winchester, Tennessee 37398

Mary A. McCreary, Counselor
West Junior High School
Tullahoma, Tennessee 37388

Nell Currey Prince, Guidance Counselor
South Junior High School
Cowan, Tennessee 37318

Patsy Tucker, Counselor
Grundy County High School
Tracy City, Tennessee 37387

Thressa Williams, Counselor
Maplewood High School
Nashville, Tennessee 37217

Vernon L. Williams, Guidance Director
Warren County Junior High School
McMinnville, Tennessee 37110

APPENDIX D

A NEW CONCEPT IN SCHOOL INSTRUCTION--

MINI-COURSES

Although the idea of offering mini-courses is not entirely new to schools, the extent to which schools may offer them in a school year is something new. This is the best approach to giving the students something extra that they will enjoy doing, as well as introducing them to new areas of learning.

We have previously offered speed reading, French, shop and home economics to both boys and girls and some recreational sports as mini-courses.

Reading for Pleasure (Underachievers)
Helping Students Help Themselves
Personal Growth
Games and Hobbies
Arts and Crafts
Photography
Ceramics
3-D String Art
Volleyball
German
Journalism
Guitar
Survival Preparedness
Sewing Crafts
Dramatics
Archery
Foods--Buying, Preparation, Serving
The Art of Baby Sitting
Teen-age Problems
Recreational Sports
Preview to Driver Education
Cooking for Fun
Drugs and You
Safety and First Aid
Decoupage
Window Painting
Plaster Painting
Tumbling
String Art
Spectator Football
Fishing, Boating, and Camping
Outdoor Recreation
Other courses in which students show an interest

At the present time, out of a staff of nineteen teachers, seventeen are involved in teaching mini-courses. For the most part, the courses will be offered to students on a voluntary basis.

This program has the approval of the board of education and school administration and has been allocated $2,000.00 for new materials that will be necessary.

The time allotted for this part of the school day would be from 1:15 to 2:00 p.m. daily. It will not interfere with the academic scheduling of classes or performance expected from teachers in academic subjects. The number of students to be involved would depend upon the subjects sponsored.*

The purposes, objectives, activities, and evaluations of the mini-courses offered would be the same as our other electives, with the exception that no grades are given.

We feel that many educational advantages can be derived from this type scheduling and approach to learning. The broadening of our curriculum could possibly make it easier to serve the educational needs of many students whom we are unable to reach at this time.

The number of courses a student could take would depend on his interest and time schedule. This program is designed primarily for seventh and eighth grade students, but ninth grade students would be eligible on a nine weeks basis for high school credit and approved by the state. Exceptions to this would be if a course were scheduled on a semester basis. The majority of the mini-courses would have a six or nine weeks time limit.

We, as educators, must always be alert to new concepts and ideas that will motivate students to want to do the things of which they are capable and interested in doing. We feel that the mini-courses will be helpful to our students in the areas of interest and motivation.

Mr. Joe Brandon assisted with the mini-courses. He was a participant at the Middle Tennessee State University "Workshop and Year Long Follow-Up to Provide Staff Development in Vocational Guidance and Career Development for Secondary School Counselors", July 1974 through May 1975.

*As of May 30, 1975, there have been 250 students participating in the mini-courses out of the student body of 450. Some students were unable to participate due to conflicting with other subjects.

APPENDIX E

SOME GUIDELINES FOR CONSTRUCTING CAREER INFORMATION BOOKLETS

A booklet must be directly addressed to a specific, clearly identified subject area concept or skill. The purpose of each booklet is to demonstrate relationships between a subject area concept or skill and adult life roles. In this context, a booklet will demonstrate relationships between a concept or skill and occupations.

A booklet should have unity and cohesiveness. Styles of writing, art, and typing should be consistent throughout a particular booklet.

The subject-career relationship on each page should be capable of standing alone on its own merits. That is, the illustration and text on each page should tell a complete story or fact and not be dependent upon other pages to convey its message.

A short, "to-the-point" booklet is vastly preferable to a longer booklet, particularly one which contains too much information. If many subject-career relationships are available for a single concept or skill, consider making two or more booklets on the same theme. Booklets could be progressively more sophisticated. In the first booklet, use direct, easily recognized relationships to occupations with which students are likely to be familiar. In subsequent booklets, relationships may be less direct and should refer to less well-known, more specialized occupations.

A booklet should, in both the narrative and illustrations, be appropriate to the grade level for which it is intended. Use terms and illustrations with which the students can identify.

Each booklet should provide a basis for further instructional-learning activities. It should be coordinated with textbooks or teachers' instructional strategies.

In each booklet, try for a representative sampling of occupational clusters and types and sizes of businesses or industries. Some skills or concepts may not cut across all clusters, but an objective of the booklets is to provide as wide an exposure as possible to occupations and where they exist.

APPENDIX F

CAREER GAME

Twenty names or terms related to detective work can be found below. Some names may overlap others. Circle each word, or box it in, as in the example.

police
detective
evidence
Sherlock
crime
court
investigate
secretive
facts
details
information
undercover
thief
culprit
law
apprehend
guilt
innocent
alias
bouncer

A S H E R L O C K A L I E F M S P N O A C K E
I X A V O A L O P A C M E L S S I M O L U M N
T Y W I F W C U L P R I T L K M B C G I Q E D
K C B D A L L R Q I S N S L G O M D O A P I Y
I Y S E C R E T I V E N B O U N C E R S M N P
W E T N T M O I N V C O M N I A S T E E L U Y
Q C F C S P L F G J R C M A L O D E T A I L S
I N V E S T I G A T E E O R T A N C R I M E O
U N D E R C O V E R O N M I P U T T H I E F O
P T O U P R E A A F D T O O P O L I C E M N E
I N F O R M A T I O N L E U T G B V L O E R F
I O F G T E W E F G D P Y A P P R E H E N D O